

High Priority Proficiency Scales for:

Standard 6 Health 10

STANDARD 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
Code: 6.10.6.2		
Benchmark: The student will design, evaluate, and implement a plan for attaining a personal health goal.		
	Proficiency Scale (The student will)	Scoring Rubrics
Score 4.0	<p>In addition to Score 3.0, a student demonstrates understanding and applies their knowledge / skills at a more complex cognitive level.</p> <p>The student will create a clear and complete goal statement that explicitly states health benefits. The goal is achievable and will result in enhanced health. The goal-setting plan:</p> <ul style="list-style-type: none"> ● Is complete—all important SMART goal steps are included. ● Follows a logical, sequential process. ● Includes a process for assessing or evaluating progress. 	<p>In addition to score 3.0 performance,</p> <ul style="list-style-type: none"> <input type="checkbox"/> SMART goal is identified and explicitly states a nutritional benefit. <input type="checkbox"/> The goal is achievable in the time given. <input type="checkbox"/> The steps are logical, sequential, and very complete. <input type="checkbox"/> There is a process for assessing progress towards the nutritional goal.
	<p>3.5: In addition to score 3.0 performance, in-depth inferences and applications of score 4.0 with partial success.</p>	
Score 3.0	<p><u>Learning Goal</u> - To design a health goal, the student will:</p> <ul style="list-style-type: none"> ● Evaluate what criteria makes a goal a SMART goal, and explain why. ● Modify a goal into a SMART goal using the proper steps and vocabulary <p>The student exhibits no major errors or omissions.</p>	<p>In addition to score 2.0 performance,</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify all parts of a SMART Goal and explain whether the presented goal is a SMART Goal. <input type="checkbox"/> I can modify a poorly written goal into a correct SMART Goal.
	<p>2.5: No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>The student exhibits no major errors or omissions regarding the 2.0 content, however the student exhibits major errors or omissions regarding the 3.0 content.</p> <ul style="list-style-type: none"> ● Unit Based Vocabulary at or above 80% proficiency. 	<ul style="list-style-type: none"> <input type="checkbox"/> 8 of 10 or Higher Score on vocabulary

	<p>The student will IDENTIFY Critical Concepts or Vocabulary:</p> <ul style="list-style-type: none"> ● Nutrients ● Dehydration ● Calories ● Daily Values ● Goal ● Specific ● Measurable ● Action oriented ● Realistic ● Timely <p>The student will perform basic processes for goal-setting, to enhance their health by:</p> <ul style="list-style-type: none"> ● Identifying steps of a SMART goal. 	
	<p>1.5: Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p> <ul style="list-style-type: none"> ● Unit Based Vocabulary above 50% proficiency, but below 80% proficiency. 	<input type="checkbox"/> Between 6-7 of 10 Score on vocabulary
<p>Score 1.0</p>	<p>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</p> <ul style="list-style-type: none"> ● Unit Based Vocabulary below 50% proficiency. 	
	<p>0.5: With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>	